

Four-Year B.Ed. Course Manual

Action Research

















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FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu

Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga - T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

Course Title	INQUIRY AND ACTION RESEARCH IN UPPER PRIMARY SCHOOLS								
Course Code	PDE	321		Course Level 300	l:	Semester PRIMARY)	•	Credit value: 3	
Pre-requisite	Students	s have been i	ntroduced t	o School-bas	ed	Inquiry and	Child Study		
Course Delivery Modes	Face- to- face: [√]	Practical activity [√]	Work- Based Learning: [√]	Seminar s [v]	t S	dependen Study: [√]	e-learning opportunitie s [V]	Practicum: [V]	
Course Description (indicate NTS, NTECF, BSC GLE to be addressed)	The course seeks to provide the student teacher with a sound knowledge, understanding and application of the principles and procedures in conducting Action Research at the Upper Primary School level. The course further seeks to assist student teachers to understand and use appropriate data collection procedures to obtain credible information, and the use of software tools to analyse data. Furthermore, student teachers will be exposed to issues that relate to Action Research and the role of the Action Researcher. The course aims at providing practical skills, including ICT tools, for student teachers to understand the benefits of Action Research as a developmental activity used to improve teaching and learning in classrooms with learners of diverse strengths and needs. The course will also expose student teachers to the various stages in writing Action Research report. This will help them to undertake action research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies. Differentiated interactive techniques (including pyramid and panel discussions, projects, audio-visual and tactile analysis, diamond nine, shower thoughts) and assessment procedures (reports, projects, case studies, digital/manual portfolios, individual and group presentations and projects) will be employed in the learning process. The course will also explore issues within the context of Ghanaian core values, critical thinking, honesty, commitment and passion, creativity and informed citizenry, digital literacy, and lifelong learning. On successful completion of the course, student teachers will be able to:								
	of action and the 3b, 3e, 3	nstrate know n research, its need for actic f, 3g). nstrate under	types, key p on research	orinciples, (NTECF, NTS		 1.1 Explain research, action research, and types of action research. 1.2 Describe action research as a disciplined inquiry, as reflective practice, and as bridging the gap between research and practice 1.3 Discuss the need for action research and the key principles of action research. 2.1.Outline the processes involved in conducting 			
	processe research	in inclusive a m (NTECF, NT	conducting nd multi-gra	action ade		action research in inclusive and multigrade classroom2.2. Discuss the processes involved in conducting action research.			
	and appl	nstrate know ication of dat res (NTECF, N	a collection	and analysis		 3.1 Discuss the procedures and methods in data collection when conducting action research 3.2 Apply the data collection procedures in a mini action research project 3.3 Demonstrate how to analyse data in action research 			
	of proce	nstrate under dures for writ NTECF, NTS 3	ing action re	esearch					
	and appl	nstrate know ication of crit (NTECF, NTS	ical issues ir	n action		conduc 5.2 Apply th 5.3 Write a an inclu	ting action rese ne critical issues proposal on an usive classroom	es to be considered in arch. in action research identified problem in during observation aching in schools.	

-	-	concepts in this course, teacher econcepts in this course, teacher econedia tools and interactive strateg	
respons	sive and those that promote e	equity and inclusivity (e.g. mixed a	
Units	for panel discussions, debates Topics:	Sub-topics (if any):	Teaching and Learning Activities to Achieve
Unit 1	1. Definition and	Meaning of research, action	Learning Outcomes: Tutor-led discussions on
2	2. Processes in conducting Action Research	 Midaning of research, action research and types of action research; Action Research as a disciplined inquiry; Action Research as reflective practice; Action Research as bridging the gap between research and practice; The need for action research; Key principles of Action Research (reflective critique; dialectical critique; collaborative resource; risk, plural structure; theory, practice and transformation) Problem identification (perceive a problem, guidelines for reflection, diagnosing the perceived problem through evidence/indicators and 	research, action research, and types of action research; individual and group power point presentations on action research as a disciplined inquiry, reflective practice, bridging the gap between research and practice, and the need for action research; Shower thoughts on key principles of action research. Group power point presentations on processes in conducting action research; Concept mapping/cartooning on processes in conducting
		causes); Reviewing related literature to gain more insight into the problem at hand; Planning the intervention activities (selecting appropriate intervention(s), intervention activities); Planning for data collection (purpose and objective of the research; research questions; data collection methods and instruments); Implementing the intervention (being innovative and creative; prioritising intervention activities; making intervention activities practical and understandable); Monitoring the intervention (activity and monitoring; monitoring plan; data collecting plan; recording data (organising of the data, making meaning of the major themes/interpretation of data	action research; independent study and report on processes in conducting action research.
3	3. Data collection and analysis	General data collection procedures and methods (selecting the methods; making a rational choice;	Group power point presentations on procedures and methods used in collecting data in

			methods available;	action research; Group
			considering practicalities;	projects on how to collect
			categorising the methods);	data in action research
			Paper and pen methods	using ICT; Tutor-led
			(personal field notes or	demonstration on how to
			journals; pupils' diaries;	analyse data in action
			questionnaires; class	research using software;
			exercises, quizzes, tests;	Group projects on how to
			portfolios; case study); Live	analyse data in action
			methods (sociometric	research including the use
			methods; on-to-one	of appropriate ICT tools
			interview; group interview;	and softwares.
			focus-group	
			interview/discussion;	
			observation; rating scale);	
			Ostensive methods	
			(slide/tape presentations;	
			audio-taped interviews;	
			videotaping the action);	
			Approaches to data analysis	
			(quantitative analysis;	
			creating a data set;	
			qualitative analysis; types of	
			qualitative data; approaches	
			to qualitative data analysis;	
			processes of analysing data);	
			Steps for analysing data (analysing quantitative data;	
			software tools for qualitative	
			analysis; qualitative	
			approach to analysing action	
			research data; synthesising	
			the data; guidelines for	
			analysing data)	
	4	4.Writing action	Presentation (preliminary	Talk for learning
		research report	pages including declaration;	approaches for writing
			acknowledgements;	action research report;
			dedication; table of	Individual project on
			contents; list of tables; list of	writing action research
			figures; list of diagrams;	report using ICT;
			abstract); Chapter one:	,
			Introduction (background to	
			the study; perceived	
			problem; diagnosis of the	
			problem in terms of	
			evidence and causes;	
			statement of the problem;	
			purpose of the study;	
			objectives; research	
			questions; delimitations;	
			significance of the study;	
			definition of terms;	
			organisation of the chapters	
			of the study); Chapter two:	
			Literature Review (what is	
			literature review?; materials	
			to review; sources of	
			materials to reviewed; types	
1	1		of literature to review-	
			theoretical and empirical; how to review literature;	

			writing literature review);	
			Chapter three: Methodology	
			(research design; setting of	
			the study; population; sample; sampling technique;	
			implementation of	
			interventions; instruments	
			used, type of data collected;	
			ethical issues considered;	
			problems encountered;	
			method of data analysis);	
			Chapter four: Data	
			presentation, analysis and	
			discussion (synthesising the	
			data; presenting data from	
			pupils' diaries, your journal,	
			photograph or videos; interpretation/discussion;	
			answering the research	
			questions); Chapter five:	
			Summary, conclusions and	
			recommendations (summary	
			of key findings; conclusions;	
			limitations;	
			recommendations; areas for	
			future research)	
	5	5. Critical issues in	Role of the action	Think-pair-share on the
		action research	researcher; Ethical considerations (informed	role of the action researcher;
			consent; guidelines for	Individual/group
			reasonably informed	presentations and
			consent; access and	reflective notes on ethics
			acceptance; privacy;	to be considered when
			anonymity; confidentiality);	conducting action
			Strengths and limitations of	research; Shower thought
			action research (research;	on practical and
			strengths of action research;	theoretical matters of
			Practical and theoretical	action research; group
			matters of action research (intervention-oriented;	power point presentations
			planning in action-reflection	on things to remember in action research
			cycle; monitoring and	
			evaluation essential; thinking	
			changes; encountering	
			mistakes); Things to	
			remember in action research	
			(start small; plan carefully;	
			involve others; keep others	
			informed; arrange for feedback; organise a writing	
			schedule; consider ethical	
			issues)	
Course Assessment	In assessing stu	Ident teachers, teacher	educators should endeavour to	use assessment procedures
(Educative			and those that promote inclusivit	
assessment: of, for		oups for presentations		
and as learning)	Reference to b	e made to NTEAP for s	pecific details.	
	Component 1.	Subject Portfolio Acco	ssment (30% overall score)	
			<pre>ssment (30% overall score) ork (3 of them -10% each) = 30%</pre>	
		rm assessment = 20%	ork (3 of them -10% edul) - 30%	
		tive Journal = 40%		

	Organisation of the subject portfolio = 10% (how it is presented /organised) Write a 12-paged (excluding reference), double-spaced Action Research proposal on a chosen topic based on your experience during supported teaching" The proposal must have an appendix for a proposed tool (Interview guide, test, observation guide etc) you will use to collect the preliminary data to conduct research on problems on early grade learners Assesses Learning Outcomes: CLO 1, and CLO 2 NTS: 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. 3i) Listens to learners and gives constructive feedback. Component 2:Subject Project: (30% overall semester score) • Introduction, a clear statement of aim and purpose of the project = 10% • Methodology: what the student teacher has done and why to achieve the purpose of the project = 20% • Substantive or main section = 40% • Conclusion = 30% NOTE: Assignment (Each should NOT be more than 400 words) i. Identify a child in your school or community of practice with SEND issue and describe the procedure you will apply to provide support for this child. ii. Identify a researchable issue or problem in education and write an introductory section for the problem indicating the (i) introduction (ii) statement of problem and (iii) significance of the study) iii. Describe steps or procedures you will adopt meet ethical requirements in conducting an action research at the school and district levels. Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3, CLO4, and CLO 5
	conducting an action research at the school and district levels.
	Component 3: End of semester examination = 40% Assesses Learning Outcomes: CLO 1, CLO 2, CLO 4, CLO 5. NTS:3bCarries out small-scale action research to improve practice.
Teaching and Learning Resources	 NVIVO ATLAS Ti SPSS TESSA Online Educational Resources (www.tessafrica.net) T-TEL Modules (www.t-tel.org). Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy) The iBox (CENDLOS) YouTube
Required Reading List1	 Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research. Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. Kumasi: Payless Publication Ltd. Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers. Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge. Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press. Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge.

¹ This must make clear what is the "Required reference (compulsory texts)" and the "Additional reading list"

	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489. Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill. Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
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Year of B.Ed.	3	Semester	2	Place of les	son in semes	ter 12	3 4 5 6 7 8 9 1	.0 11 12
Title of Lesson		Definition a	and charac	teristics of Acti	on Research		Lesson Duration	3 Hours
Lesson descriptio	n	The lesson seeks to provide the student teacher with a fundamental, sound knowledge, and appreciation of the basis of Action Research and its application in conducting research at the Upper Primary School level. The concept of action research as a disciplined inquiry, as reflect practice, and as bridging the gap between research and practice shall be explained. Finally, th lesson will discuss the need for action research and the key principles of action research. This first lesson introduces student teachers to the course learning outcomes and the 3 assessme components of the course						
Previous student knowledge, prior (assumed)				e undertaken ch ol-Based Inquiry		eir schools of pr	actice and have a	also taken the
Possible barriers		Student tea	icher migh	t have incorrect	ideas/miscor	nceptions about i	research.	
learning in the lesson Delivery – support students achieving the out	chosen to in		ractical ctivity	Work-Based Learning	Seminars	Independent Studyv	e-learning opportunities	Practicum
Lesson Delivery – mode of delivery support student t achieving the lead outcomes.	main chosen to eachers in	Face-to-fac	Action Res	earch and key p	orinciples in its	t teacher present s application in e of Action Researd	ducation	n the
 Purpose for t what you wa students to a serves as bas learning outc expanded ve the description Write in full a the NTS addr 	nt the chieve, is for the omes. An rsion of on. aspects of	 The purpose of this lesson is to expose student teachers to action research, and types of action research. The lesson further seeks to expose student teachers to the characteristics of action research. (NTECF, NTS 3b, 3e, 3f, 3g). 3bCarries out small-scale action research to improve practice. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and 						
 Learning Out the lesson, pi developed fri course specif Learning indi each learning 	icked and om the ication cators for	Learning Ou	utcomes	Lea	arning Indicat	Identify whic cutting Issue transferable inclusivity. E addressing d will these be or developed	s, core and skills, quity and iversity. How addressed	
		CLO 1. Dem and unders research, it: principles, a action resea 3b , 3e , 3f , 3	tanding of s types, ke and the ne arch (NTEC	action y ed for	research, an research 1.2 Describ as a dise as reflee and as h betwee practice 1.3 Discuss action r	the need for esearch and the nciples of action	Develop inqu through obse Develop skill	airy skills ervation s of writing kills of ion sentation bing Social h and d care to eds (SEN)

Content of lesson picked and developed from the	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,			
course specification	_		collaborative group work or independent study			
Topic Title			Teacher Activity	Student Activity		
Definition and Characteristics of Action Research	a. Introduction to Y2S2 Course Manual	10 minutes	Face-to-Face: Tutor Initiates discussion to do self-introduction and require of student teachers to do same	Face-to-Face: Student teachersdo self-introduction		
		10 minutes	Face-to-Face: Make available copies of Y2S2 course Manual to student teachers to introduce Course manual to student teachers and allow them to discuss their expectations for the semester as well as critique the previous semesters challenges. Student teachers are made to draw experiences from their school observation as they prepare to conduct research on early adolescence.	Face-to-Face: discuss the Course manual for Y2S2 and state their expectations for the semester as well as critique the previous semester's manual		
	b. Action Research, and Types of Action Research	40 minutes	Face-to-Face: Tutor through shower thoughts discusses with student teachers' the meaning of Action Research and its types. (Action Research as a disciplined inquiry; Action Research as reflective practice; Action Research as bridging the gap between research and practice)	Face-to- Face/GroupWork: Student teachers in groups discusses with student teachers' the meaning of Action Research and its types		
	c. Characteristics of Action Research	60 minutes	Independent Study: Tutor assign students into mixed ability/gender group for them to search on the internet and discuss with whole class the characteristics of Action Research.	Independent Study: Students present report on characteristics of Action Research.		
	d. Key Principles of Action Research	60 minutes	Face-to-Face/Group Work: Tutor to put student teachers into mixed ability/gender-based groups shower thought onkey principles of action research using Shower thoughts	Face-to-Face/Group: Work: Student teachers in special ability groups to present reports on key principles of action research		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	I. Students wri principles of 3(Assignmen	te a one-page ess action research f at will be graded a	nent and Presentation ay "Discuss the need for action r or early grade learners" and subr s part of Component 1) aracteristics of Action Research d	nit it during lesson		

	Assesses Learning Outcomes: CLO 1,
	NTS: 3e. Employs a variety of instructional strategies that encourages student
	participation and critical thinking.
Teaching Learning	TESSA Online Educational Resources (www.tessafrica.net).
Resources	T-TEL Modules (www.t-tel.org).
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CDD Requirement	
CPD Requirement	Talk for Learning Approaches (Theme 3)

Year of B.Ed.	3	Semeste	er 2	Place	of lesson in semeste	sson in semester 1 2 3 4			0 11 12
Title of Lesson		Processe	s involved i	in Conducti	ng Action Research(1)		esson. Duration	3 Hours
Lesson descriptio	n	The lesson seeks to provide the student teacher with a fundamental understanding and appreciation of the outline of the processes involved in conducting action research in inclusive and multi-grade classroom. The lesson further exposes student teachers to the processes involved in conducting action research							
Previous student knowledge, prior (assumed)	learning	Student teachers have undertaken child study in their schools of practice and have also taken the course Inclusive School-Based Inquiry Student teacher might have incorrect ideas/misconceptions about research.							lso taken
Possible barriers in the lesson		ļ,			· · · · · · · · · · · · · · · · · · ·				Ducation
Lesson Delivery – support students achieving the out	in	Face- to- face √	Practical Activity	Work- Based Learning	Seminars	Independent StudyV	e-learni opportu	-	Practicum
Lesson Delivery – mode of delivery support student t achieving the lear outcomes.	chosen to eachers in	Face-to-face: Discussion, concept mapping, student teacher presentations, to explore planning							e planning
 Purpose for t what you wa students to a serves as bas learning outo expanded ve the description Write in full a 	nt the ichieve, is for the comes. An rsion of on.	 The purpose of this lesson is to expose student teachers todemonstrate the understanding of the processes involved in conducting action research in inclusive and multi-grade classroom(NTECF, NTS 3b, 3e, 3f, 3g, 3i). 3bCarries out small-scale action research to improve practice. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special 						inding of	
the NTS addr	-	3g) Empl multi-age	oys instruct e classes.	tional strate	eir progress. egies appropriate for constructive feedbac		multilingu	al and	
 Learning Out the lesson, p developed fr course specif Learning indi each learning 	icked and om the ication cators for	I Issues, core and trans skills, inclusivity. Equ addressing diversity. these be addressed of						ansferable quity and ty. How will d or	
each learning outcomedevelopedCLO 2 Demonstrate understanding of the processes involved in conducting action research in inclusive and multi-grade classroom (NTECF, NTS 3b, 3e, 3f, 3g, 3i).2.1.Outline the processes involved in conducting action multi-grade classroomDevelop inquiry observation Develop skills o report and skills communication Develop Presen involved in conducting action multi-grade classroomDevelop inquiry observation Develop skills o report and skills communication Develop Presen involved in conducting action research.						on kills of w d skills of cation Presentat ng Social tion and to indivic	rriting f cion skills attention fual needs		

Content of lesson picked and developed from the	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,					
course specification Topic Title			collaborative group work or in Teacher Activity	ndependent study Student Activity				
Processes involved in Conducting Action Research	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor Initiates discussion to review previous lesson	Face-to-Face: Student teachersanswer questions				
	b. Identification of Problem	50 minutes	Face-to-face: Tutor through concept mapping to discusses with student teachers' theprocesses involved in conducting Action Research in inclusive and multi-grade classroom. Discussion should focus on problem identification (How to perceive a problem, guidelines for reflection, diagnosing the perceived problem through evidence/indicators and causes)	Face-to- face/Groupwork: Student teachers in groups discusses with student teachers' way and means of identifying problems				
	c. Review of Literature	50 minutes	Independent Study: Tutor assign students into mixed ability/gender group for them to search on the internet and discuss with whole class how to review related literature to gain more insight into the problem at hand	Independent Study: Students present report on how to review related literature				
	d. Planning the Intervention Activities	50 minutes	Face-to-Face/Group work: Tutor to put student teachers into mixed ability/gender-based groups to discuss planning the intervention activities (selecting appropriate intervention(s), intervention activities); Planning for data collection (purpose and objective of the research; research questions; data collection methods and instruments);	Face-to-Face/Group Work: work: Student teachers in special ability groups to present reports on planning intervention activities				
	e. Review Class Test	20 minutes	Paper and Pencil Quiz					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	 Component 1: (End of Semester weighting: 30%) Assessment Method: Class Test/Mid-Termand Presentation Students write at least 10-Item (Questions) on lesson 1 and 2 (Class Test will be graded as part of Component 1) Students present report on planning intervention activitiesduring the lesson (Not to be graded) 							
	Assesses Learning Outco NTS:3bCarries out small		earch to improve practice.					

Teaching Learning	TESSA Online Educational Resources (www.tessafrica.net).
Resources	T-TEL Modules (www.t-tel.org).
Required Text (core)	 Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research. Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. Kumasi: Payless Publication Ltd. Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers. Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge. Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press. Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	 Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge. Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489. Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill. Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
CPD Requirement	Talk for Learning Approaches (Theme 3)

Year of B.Ed. 3	Semester	2	Place	of lesson in semeste	123	3 4 5 6 7 8 9 1	0 11 12				
Title of Lesson	Processes inv	olved in	Conducti	ng Action Research (2)	Lesson Duration	3 n Hours				
Lesson description	appreciation	of the ou de classi	utline of t room. Th	e student teacher wit he processes involve e lesson further expo esearch	d in conducting	action research	in inclusive				
Previous student teacher knowledge, prior learning (assumed)	the course Inc	Student teachers have undertaken child study in their schools of practice and have also taken the course Inclusive School-Based Inquiry									
Possible barriers to learning in the lesson	Student teach	her migh	t have in	correct ideas/miscon	ceptions about	research.					
Lesson Delivery – chosen to support students in achieving the outcomes	Face- Prac to- Activ face √	vity B	/ork- ased earning	Seminars	Independent Studyv	e-learning opportunities	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: processing in	Action R	Research	oning,student teache	-		-				
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	the processes classroom(NT 3bCarries out 3e) Employs a participation 3f) Pays atter Educational N 3g) Employs i multi-age class	The purpose of this lesson is to expose student teachers todemonstrate the understanding of the processes involved in conducting action research in inclusive and multi-grade classroom(NTECF, NTS 3b, 3e, 3f, 3g, 3i). 3bCarries out small-scale action research to improve practice. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes									
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Out		-	cuttir trans inclus addre will t			entify which cross – entify lssues, core and nsferable skills, lusivity. Equity and dressing diversity. How I these be addressed or veloped				
	CLO 2 De understa processe conducti research and mult classroor NTS 3b, 3 3i).	inding of involve ng actior in inclus i-grade m (NTECF	the co ed in in n ive 2. F,	 Outline the process onducting action rese clusive and multi-gra Discuss the proces onducting action rese 	arch in de classroom ses involved in	Develop inqui through obser Develop skills report and ski communicatio Develop Prese skills Develop collaboration attention and individual nee through group	vation of writing Ills of on entation ing Social and care to eds (SEN)				

Content of lesson picked and developed from the course	Sub Topic	Time or Stage	Teaching and learning to achie depending on delivery mode so				
specification		Juge	collaborative group work or independent study				
Topic Title	1		Teacher Activity	Student Activity			
Processes involved in	a. Review of	10 minutes	Face-to-Face:	Face-to-Face:			
Conducting Action Research	Previous Lesson	To minutes	Tutor Initiates discussion to	Student teachers			
			review previous lesson	answer questions			
	b. Planning for	50 minutes	Face-to-face:	Face-to-			
	Data Collection		Tutor through cartooning discusses with student teachers' the processes involved in conducting Action	face/Groupwork: Student teachers in groups discusses with student teachers'			
			Research in inclusive and multi-grade classroom. Discussion should focus on planning for data collection	planning for data collection			
			(purpose and objective of the research; research questions; data collection methods and instruments).				
	c. Implementing	50 minutes	Independent Study:	Independent Study:			
	the Intervention		Tutor assign students into mixed ability/gender group for discussion on Implementing the intervention (being	Students present report on implementing the intervention			
			innovative and creative; prioritising intervention				
			activities; making intervention activities practical and				
			understandable).				
	d. Monitoring the	50 minutes	Face-to-Face/Group work:	Face-to-Face/Group			
	Intervention Activities		Tutor to put student teachers into mixed ability/gender- based groups to discussmonitoring the	Work: work: Student teachers in special ability groups to present reports			
			intervention. The discussion should focus on monitoring	onmonitoring intervention activities			
			plan; data collecting plan; and recording data collected. Analysis of data discussion				
			should focus on organising the data, making meaning of				
			the major themes and				
Losson accosments	Component 1. /Fred -	f Somostor wei-	hting: 20%)				
Lesson assessments – evaluation of learning: of,	Component 1: (End o	i semester welg	nung. 30%)				
for and as learning within	Assessment Method:	Presentation					
the lesson			processes involved in conducting A	Action Research during			
	the lesson (To be grad		5	°,			
	NB: Assignment in les	•	collection				
	Assesses Learning Ou NTS:3bCarries out sm		research to improve practice.				
Teaching Learning Resources	TESSA Online Education T-TEL Modules (www	onal Resources (
Required Text (core)			. Educational action research. Win	neba: Centre for			
	Development and Act	tion Research.					
	Dampson, D. G., & Me	ensah, D. K. D. (2	2014). A practical guide to action a	and case study research.			

	 Kumasi: Payless Publication Ltd. Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers. Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge. Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). <i>Action research for educators</i> . New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge. Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489. Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
CPD Requirement	Talk for Learning Approaches (Theme 3)

Year of B.Ed.	3	Semester	2	Place	Place of lesson in semester 1 2		3 4 5 6 7 8 9 1	0 11 12				
Title of Lesson		Data Collecti	Data Collection and Analysis (1) Lesson 3 Duration Hours									
Lesson descriptio	n	methods in o students to a seeks to assi	data coll apply the st stude	ection whe e data coll nts to dem	e student teacher w en conducting Action ection procedures ir nonstrate how to an	n Research. It fu a mini Action F alyse data in act	orther seeks to as Research project. Sion research	sist Finally, it				
Previous student knowledge, prior (assumed)		Student teac the course Ir			iken child study in th sed Inquiry	neir schools of p	ractice and have	also taken				
Possible barriers in the lesson	to learning	Student tead	cher mig	ht have in	correct ideas/miscor	nceptions about	research.					
Lesson Delivery – support students achieving the out	in	to- I	-	Work- Based Learning	Seminars	Independent StudyV	e-learning opportunities √	Practicum				
Lesson Delivery – mode of delivery support student t achieving the lead outcomes.	chosen to eachers in	collection pr Independen Practical Act	ocedure t Study: tivity: to	e to study o develop s	er thoughts, student on paper and pen m kills and competenc earch for paper and	ethods of collec e in conducting	ting data interviews	ciate data				
 Purpose for t what you wa students to a serves as bas learning outc expanded ver description. Write in full a the NTS addr 	nt the chieve, is for the omes. An rsion of th aspects of	understandii 3c, 3e, 3f, 3g 3a) Plans and outcomes of 3b Carries ou 3c) Creates a 3e) Employs critical think 3f) Pays atte ensuring the	The purpose of this lesson is to expose student teachers todemonstrate knowledge, understanding and application of data collection and analysis procedures (NTECF, NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i). 3a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. 3b Carries out small-scale action research to improve practice. 3c) Creates a safe, encouraging learning environment. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age									
 Learning Out the lesson, pi developed fro course specif Learning indi each learning 	3i) Listens to Learning Ou		Learnin	s constructive feedb g Indicators		Identify which c cutting Issues, c transferable skil inclusivity. Equit addressing diver will these be add developed	ore and ls, y and rsity. How dressed or					
		CLO 3. Demons knowled underst and app of data collectic analysis procedu (NTECF, 3b, 3c, 3 3g, 3i).	dge, anding lication on and ures NTS 3a,	in da actio 3.2 App in a 3.3 Der actio	cuss the procedures ata collection when on research bly the data collectio mini action research nonstrate how to an on research	conducting n procedures n project	Develop inquiry through data co Develop analytic analysing data Develop skills of report and skills communication Develop Present Developing Soci collaboration ar and care to indiv (SEN) through g	llection cal skills in writing of tation skills al d attention <i>v</i> idual needs				

Content of lesson picked and developed from the course	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,					
specification Topic Title			collaborative group work or in Teacher Activity	dependent study Student Activity				
Data Collection and Analysis	a. Review of	10 minutes	Face-to-Face:	Face-to-Face:				
Data collection and Analysis	Previous Lesson	To minutes	Tutor uses shower thoughts	Student teachers				
			to review previous lesson	answer questions				
	a. General Data	50 minutes	Face-to-Face/Group Work:	Face-to-				
	Collection		Tutor through cartooning	face/GroupWork:				
	Method		discusses with	Student teachers in				
			studentteachers, general data	groups discusses with				
			collection procedures and	student teachers'				
			methods. The discussion	general data				
			should focus on selecting the	collection methods				
			methods, making a rational					
			choice, methods available,					
			considering practicalities and					
	b Banor and	60 minutes	categorising the methods. Independent Study/e-	Independent				
	 Paper and Pencil Method 	ou minutes	learning:	Study/e-learning:				
			Tutor assign students into	Students present				
			mixed ability/gender group	groupreport on paper				
			for independent study on	and pen methods of				
			paper and pen methods.	collecting data.				
			Each group will take one of					
			the following (personal field					
			notes or journals; pupils'					
			diaries; questionnaires; class					
			exercises, quizzes, tests;					
			portfolios; case study) and					
			search on the internet for					
			sample and share. Tutor guides groups to make					
			presentation					
	c. Live Method	60 minutes	Practical Activity:	Practical Activity:				
			Tutor to put student teachers	Student teachers in				
			into mixed ability/gender-	pairs conduct one-on-				
			based groups to discuss Live	one interviews and				
			methods (sociometric	peer critique each				
			methods; on-to-one	other's work.				
			interview; group interview;					
			focus-group					
			interview/discussion;					
			observation; rating scale). Guide students in pairs to					
			conduct one-on-one					
			interviews					
Lesson assessments –	Component 1: (End o	f Semester weig						
evaluation of learning: of,	,							
for and as learning within	Assessment Method:	In Class Present	ations (Poster)					
the lesson	-		ort on paper and pen methods of c	-				
		•	nduct one-on-one interviews and p	peer critique each				
	other's work	κ.						
	A							
	Assesses Learning Ou							
Teaching Learning Deserves		all-scale action	research to improve practice.					
Teaching Learning Resources	1.NVIVO 2.ATLAS Ti							
	3.SPSS							
		ational Resource	s (www.tessafrica.net)					

	6.Other Relevant Online Resources (www.Tess-india.net,
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy)
	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for
	Teacher
	Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research.
	Kumasi: Payless Publication Ltd.
	Kankam, G. & Weiler, J. (2010). A guide to action research for colleges of education and
	universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting
	pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London:
	Open University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield
	Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New
_	York: Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Talk for Learning Approaches (Theme 3)

LESSON 5									
Year of B.Ed. 3	Semester 2 Place of lesson in semester 1 2 3 4 5							0 11 12	
Title of Lesson	Data Collection and Analysis (2) Lesson Duration								
Lesson description Previous student teacher knowledge, prior learning	The lesson seeks to provide the student teacher with understanding of the procedures ar methods in data collection when conducting Action Research. It further seeks to assist students to apply the data collection procedures in a mini Action Research project. Finally seeks to assist students to demonstrate how to analyse data in action research Student teachers have undertaken child study in their schools of practice and have also to the course Inclusive School-Based Inquiry								
(assumed) Possible barriers to learning				ect ideas/misco	onceptions ab	out resea	arch.		
in the lesson Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face √	Practica I Activity √	Work- Based Learning	Seminars	Independen StudyV		rning ortunities	Practicun	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	collection p Independer Practical Ac e-learning	procedure nt Study: t ctivity: to d opportunit	to study on p levelop skills ti es: to searc	noughts, studer paper and pen r and competen h for paper and	nethods of co ce in conduct l pen methods	llecting c ing inter of colle	lata views cting data		
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. 	 The purpose of this lesson is to expose student teachers todemonstrate knowledge, understanding and application of data collection and analysis procedures. The course furth seeks to assist student teachers to obtain credible information and use appropriate softwa tools to analyse data. (NTECF, NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i). 3a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. 3b Carries out small-scale action research to improve practice. 								
• Write in full aspects of the NTS addressed	 3c) Creates a safe, encouraging learning environment. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. 3i)Listens to learners and gives constructive feedback. 								
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for 	Learning O		Ĩ	ng Indicators	Ide Issi skil ado the	ues, core Is, inclus dressing se be ad		ferable sy and low will developed	
each learning outcome	CLO 3. Dem knowledge, understand application collection a procedures 3a, 3b, 3c, 3	, of data nd analysis (NTECF, N	s res TS 3.2 App Bi). pro 3.3 Den act ana	cuss the proced d methods in da lection when aducting action earch oly the data col icedures in a mi ion research pro- monstrate how alyse data in act earch	ta dat De ana De lection and ni De oject De to and ion ind	a collect velop an alysing d velop ski d skills of velop Pre veloping d attentio	alytical skil ata Ils of writir f communi- esentation Social colli on and care eeds (SEN)	ls in ng report cation skills aboration e to	

Content of lesson picked and developed from the course specification Topic Title	Sub Topic	Time or Stage	Teaching and learning to ac outcomes: depending on de Teacher led, collaborative g independent study Teacher Activity	elivery mode selected.			
Data Collection and Analysis	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions			
	b. Ostensive Method	50 minutes	Practical Activity/e- learning opportunities: Tutor through demonstration discusses with studentteachersostensive methods (slide/tape presentations; audio- taped interviews; videotaping the action)	Practical Activity/e- learning opportunities: Student teachers in groups discusses ostensive methods			
	c. Approaches to Data Analysis	60 minutes	Practical Activity/e- learning: Using demonstrations, tutor assist students to appreciate approaches to data analysis (quantitative analysis; creating a data set; qualitative analysis; types of qualitative data; approaches to qualitative data analysis; processes of analysing data)	Practical Activity /e- learning: Students participate in practical sessions			
	d. Steps in Data Analysis	60 minutes	Practical Activity: Using demonstrations, tutor assist students to appreciate steps in analysing data using appropriate software (analysing quantitative data; software tools for qualitative analysis; qualitative approach to analysing action research, synthesising the data; guidelines for analysing data)	Practical Activity: Students participate in practical sessions			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations (Not to be graded) Student teachers in pairs peers, critique each other's work. Component 2: (End of Semester weighting: 30%) Semester Project – To be submitted at the end of lesson 12 Tutor discusses the Semester project with student teachers: "Write a 12-paged(excluding reference, double-spaced ActionResearch prop chosen topic based on your experience during supported teaching" The prop an appendix for a proposed tool(Interview guide, test, observation guide etc) collect the preliminary datato conduct research for upper primary learners.						
	Assesses Learning Outcomes: CLO 2, NTS:3bCarries out small-scale action research to improve practice.						

Teaching Learning Resources	1.NVIVO
	2.ATLAS Ti
	3.SPSS
	4.TESSA Online Educational Resources (www.tessafrica.net)
	5.T-TEL Modules (www.t-tel.org).
	6.Other Relevant Online Resources (www.Tess-india.net,
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy)
	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for
	Teacher
	Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). <i>Action research for educators</i> . New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
CPD Requirement	Software for data analysis

Year	of B.Ed.	3	Semest	er 2	Plac	ce of lesson in semeste	er 12	1 2 3 4 5 6 7 8 9 10 11 2				
Title o	of Lesson		Writing Action Research Report (Presentation Format and Introduction) Lesson 3 Duration Hour									
Lesson	n description	n	The lesson seeks to provide the student teacher with understanding of the procedures for writing an Action Research project and demonstrate how to apply the procedures for writing Action Research. The lesson will also expose student teachers to the various stages in writing Action Research report (Presentation Format and Introduction). This will help them to undertake Action Research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies.									
teache prior le (assum	,		processing in	Student teachers have undertaken child study in their schools of practice and have taken a lesson processing in conducting Action Research.								
	ole barriers t	-	Student teach	ner might ha	ave incorr	ect ideas/misconcepti	ons about resea	arch.				
Lesson choser studer	ng in the les n Delivery – n to support nts in achiev utcomes	t	Face-to- face √	Practical Activity √	Work- Based Learning	Seminars g	Independent Study		rning rtunities	Practicum		
mode choser studer	n Delivery – of delivery n to support nt teachers i <i>v</i> ing the lear mes.	t in	Face-to-face:discussion, student teacher presentations to study component of Presentation Format and Introduction Practical Activity: to develop skills and competence in crafting research e-learning opportunities: to use appropriate ICT skills to retrieve samples of research report									
le: wa to as lea ou ex of • W as	urpose for the esson, what yant the stuce of achieve, set s basis for the earning utcomes. Arr xpanded ver f the descrip /rite in full spects of the	you dents rves ne rsion otion.	The purpose of this lesson is to expose student teachers todemonstrate understanding and application of procedures for writing action research project (NTECF, NTS 3b, 3e, 3f, 3g, 3i). 3b Carries out small-scale action research to improve practice. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. 3i)Listens to learners and gives constructive feedback.									
• Le fo pic de th	ddressed earning Outo or the lesson icked and eveloped fro ne course) ,	lssu skill add						Identify which cross – cutting Issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or			
• Le in	Decification Bearning Indicators for Bearning outco		developed CLO 4. Demonstrate 4.1 Discuss the procedures for Develop inquiry sk							tills in ing report nication n skills llaboration re to		

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve l depending on delivery mode selec collaborative group work or indep	cted. Teacher led,					
Topic Title			Teacher Activity	Student Activity					
Writing Action Research Report (Presentation Format	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions					
and Introduction)	b. Presentation 50 minutes Format		Face-to-Face: Using shower thoughts, tutor discusses with students the format for presenting Action Research. The resentation should focus on: preliminary pages including declaration; acknowledgements; dedication; table of contents; list of tables; list of figures; list of diagrams; abstract)	Face-to-Face: Student teachers participate in lesson by answering questions					
	c. Chapter one			Face to Face: Students participate in the lesson					
	d. Practical Steps in crafting Chapter One	60 minutes	Practical Activity/e-learning opportunities: Tutor guides students to search on the internet or library and identify a sample of an Action Research report. Students are guided to review the various components and discuss it in class.	Practical Activity/e- learning opportunities: Students participate in practical sessions. Write reflective note in SRJ					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	 Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations (Not to be graded) Students search on the internet and identify a sample of an Action Research report (Chapter One) anddiscuss the various components. Student teachers in pairs peers, critique each other's work. Component 2: Students use the experience in this lesson to work on their semester project (Chapter One) 								
	Assesses Learning Outc	Assesses Learning Outcomes: CLO 2, NTS:3bCarries out small-scale action research to improve practice.							
Teaching Learning Resources	1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educatio 5.T-TEL Modules (www.	.t-tel.org).	vww.tessafrica.net) v.Tess-india.net, www.oerafrica.org,	unu futural com ac					

	www.telmooc.org, www.col.org, Khan academy)
	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York:
	McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
CPD Requirement	Retrieving research report from a repository

Year of B.Ed.	3	Semester 2 Place of lesson in semester 1 2 3 4						5 6 7 8 9 10 11 12				
Title of Lesson		Writing Ac	Writing Action Research Report (Literature Review) Lesson 3 Duration Hours									
Lesson descriptio	n	The lesson seeks to provide the student teacher with understanding of the procedures for writing an Action Research project and demonstrate how to apply the procedures for writing Action Research. The lesson will also expose student teachers to the various stages in writing Action Research report (Literature Review). This will help them to undertake Action Research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies.										
Previous student knowledge, prior (assumed)	learning	processing	Student teachers have undertaken child study in their schools of practice and have taken a lesson processing in conducting Action Research.									
Possible barriers learning in the le	sson					-						
Lesson Delivery – to support stude achieving the out	nts in	Face- to-face √	Practical Activity √	Work- Based Learning	Seminars	Independer Study		rning ortunities	Pract	ticum		
Lesson Delivery – mode of delivery to support studer teachers in achier learning outcome	chosen nt ving the	Face-to-face:discussion, student teacher presentations to study component of Chapter Two Practical Activity: to develop skills and competence in crafting research e-learning opportunities: to use appropriate ICT skills to retrieve samples of research report										
 Purpose for t lesson, what the students achieve, serv basis for the outcomes. A expanded ve the description Write in full a the NTC adda 	you want to es as learning n rsion of on. aspects of	application 3b Carries 3e) Emplo participati 3f) Pays at Education 3g) Emplo multi-age	The purpose of this lesson is to expose student teachers todemonstrate understanding and application of procedures for writing action research project (NTECF, NTS 3b, 3e, 3f, 3g, 3i). 3b Carries out small-scale action research to improve practice. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.									
 the NTS addr Learning Out the lesson, p developed fr course specif Learning indi 	come for icked and om the ïcation	Learning C		-	constructive feedback	dicators Identify which of Issues, core and skills, inclusivity addressing dive				d transferable y. Equity and		
Learning indi each learning outcome		under applic proce action	Demonstra estanding ar eation of dures for w n research p CF, NTS 3b, 5).	nd riting 4 roject	 1.1 Discuss the proced for writing an actio research project. 1.2 Demonstrate how apply the procedur writing action research 	ures De n da to an res for De arch. an De an inc	velop ind ta collect velop an alysing d velop ski d skills of velop Pre veloping d attentio	uiry skills ion alytical skil ata Ils of writir f communi esentation Social coll on and car eeds (SEN)	throug Ils in ng repo cation skills aborat e to	gh ort :ion		

Content of lesson picked and developed from the	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,						
course specification Topic Title			collaborative group work or in Teacher Activity	Student Activity					
Writing Action Research Report (Literature Review)	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts	Face-to-Face: Student teachers					
			to review previous lesson	answer questions					
	b. Chapter Two (Literature Review): An Overview	60 minutes	Face-to-Face: Using shower thoughts, tutor discusses with students the various components of Chapter Two: Literature Review Discussion should focus on: what is literature review? materials to review; sources of materials to reviewed; how to review literature; writing literature review);	Face-to-Face: Student teachers participate in lesson by answering questions					
	 c. Types of Literature to Review- (Theoretical and Empirical) 	50 minutes	Face to Face: Using cartooning, tutor discusses with student the various types of literature review. Theoretical and empirical types must be discussed.	Face to Face: Students participate in the lesson					
	d. Practical Steps in Writing Literature Review	60 minutes	Practical Activity/e-learning opportunities: Tutor guides students to search on the internet or library and identify a sample of an Action Research report (Chapter Two). Students are guided to review the various components of the chapter and discuss it in class.	Practical Activity/e- learning opportunities: Students participate in practical sessions. Write reflective note in SRJ					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	 Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations (Not to be graded) Students search on the internet and identify a sample of an Action Research report (Chapter Two) anddiscuss the various components. Student teachers in pairs peers, critique each other's work. Component 2: Students use the experience in this lesson to work on their semester project (Chapter Two) Assesses Learning Outcomes: CLO 2, NTS:3bCarries out small-scale action research to improve practice. 								
Teaching Learning Resources	 1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educational Resources (www.tessafrica.net) 5.T-TEL Modules (www.t-tel.org). 6.Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy) 7.The iBox (CENDLOS) 								
Required Text (core)	 8.YouTube Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research. Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. 								

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	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge.
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	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
CPD Requirement	Retrieving research report from a repository

Year of B.Ed.	3	3	Sen	nester	ster 2 Place of lesson in semester			1 2 3 4 5 6 7 8 9 10 11 12				12		
Title of Lesson			Writing Action Research Report (Methodology)							Lesson Duration		3 Hour s		
Lesson description				The lesson seeks to provide the student teacher with understanding of the procedures for writing an Action Research project and demonstrate how to apply the procedures for writing Action Research. The lesson will also expose student teachers to the various stages in writing Action Research report (Chapter Three). This will help them to undertake Action Research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies.										
Previous student teacher knowledge, prior learning (assumed)			Student teachers have undertaken child study in their schools of practice and have taken a lesson processing in conducting Action Research. Student teacher might have incorrect ideas/misconceptions about research.										aken a	
Possible barriers to learning in the lesson Lesson Delivery – chosen to support students in achieving the outcomes			Face-to- face √	Practi Activi	cal ty	Work- Based Learning	Seminars		pendent				ticum	
Lesson Deliver delivery chose student teache learning outco	Face-to-face:discussion, student teacher presentations to study component of Chapter Three Practical Activity: to develop skills and competence in crafting research e-learning opportunities: to use appropriate ICT skills to retrieve samples of research report													
 Purpose for you want is achieve, so the learnin expanded description Write in fu NTS addre 	the stud erves as ng outco version n. Il aspec	lents basis omes. of th	to s for . An le	The purpose of this lesson is to expose student teachers todemonstrate understanding and application of procedures for writing action research project (NTECF, NTS 3b, 3e, 3f, 3g, 3i). 3b Carries out small-scale action research to improve practice. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.										
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 			3i)Listens to learners and gives constructive feedback. Learning Outcomes Learning Indicators						ld Iss sk ad th	Identify which cross – cutting Issues, core and transferable skills, inclusivity. Equity and addressing diversity. How will these be addressed or developed				
				unde and a of pro writin resea (NTE	4. onstrate rstandir opplicati ocedure ng actio nrch pro CF, NTS f, 3g, 3i)	ng on is for n ject 3b,	writ proj 4.2 Demo the	iss the proce ing an action ect. onstrate how procedures f on research.	i resea v to ap	for De nrch da pply an ting De an De co an	evelop ata colle evelop alysing evelop ad skills evelop evelopi illabora ad care	inquiry skil ection analytical s	skills iting unicat on sk ttent ual ne	in report tion ills tion teeds

Content of lesson picked and developed from the course specification Topic Title	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected.Teacher led, collaborative group work or independent studyTeacher ActivityStudent Activity					
Writing Action Research Report (Methodology)	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions				
	b. Chapter Three (Methodology): Research Design	60 minutes	Face-to-Face: Using shower thoughts, tutor discusses with students the various components of: Chapter three: Methodology (research design; setting of the study; population; sample; sampling technique)	Face-to-Face: Student teachers participate in lesson by answering questions				
	e. Implementati on Interventions	50 minutes	Face to Face: Using cartooning, tutor discusses with student the various implementation interventions (instruments, type of data collected; ethical issues; problems in data collection; method of data analysis to be used)	Face to Face: Students participate in the lesson				
	f. Practical Steps in Writing Methodology	60 minutes	Practical Activity/e- learning opportunities: Tutor guides students to search on the internet or library and identify a sample of an Action Research report (Chapter Three). Students are guided to review the various components of the chapter and discuss it in class.	Practical Activity/e- learning opportunities: Students participate in practical sessions. Write reflective note in SRJ				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations (Not to be graded) Students search on the internet and identify a sample of an Action Research report (Chapter Three) and discuss the various components. Student teachers in pairs peers, critique each other's work. Component 2: Students use the experience in this lesson to work on their semester project (Chapter							
	Three) Assesses Learning Outcomes: CLO 2, NTS:3bCarries out small-scale action research to improve practice.							
Teaching Learning Resources	 1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educational Resources (www.tessafrica.net) 5.T-TEL Modules (www.t-tel.org). 6.Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy) 							

	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for Teacher Development and Action Research. Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. Kumasi: Payless Publication Ltd. Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers. Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press. Tomal, D. R. (2010). <i>Action research for educators</i> . New York: Rowman and Littlefield Education.
Additional Reading List	 Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge. Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489. Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill. Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative approaches, Nairobi: Acts Press.
CPD Requirement	Retrieving research report from a repository

Y	ear of B.Ed.	3	Sen	nester	2	Pla	ace of lesso	on in semeste	er	123	8456	578 9 1	0 11	12
Titl	e of Lesson			Writing A Discussio		esearc	ch Report (Data Present	ation, An	alysis a	nd	Lesson Duration	1	3 Hours
Lesson description Previous student teacher				The lesson seeks to provide the student teacher with understanding of the procedures for writing an Action Research project and demonstrate how to apply the procedures for writing Action Research. The lesson will also expose student teachers to the various stages in writing Action Research report (Data Presentation, Analysis and Discussion). This will help them to undertake Action Research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies.									or stages will ies of elop	
kno (as	owledge, prior sumed)	learning		lesson pr	rocessin	g in co	onducting A	en child study Action Resear	ch.		-		nave t	aken a
the	ssible barriers t lesson		-					rrect ideas/m					_	
sup	son Delivery – port students comes			Face- to-face √	Practic Activit	y I	Work- Based Learning	Seminars	Indepe Study	ndent	e-lea oppo √	rning rtunities	Prac	ticum
stu	ivery chosen to dent teachers rning outcome	in achievi		presenta Practical	tion, and Activity	alysis v: to d	and discus evelop skil	teacher prese sion ls and compe appropriate s	tence in	crafting	resea	rch		
•	Purpose for t you want the achieve, serv the learning of expanded ver description. Write in full a NTS addresse	students es as basis outcomes rsion of th aspects of	to s for . An ne	and appl 3g, 3i). 3b Carrie 3e) Empl participa 3f) Pays : Educatio 3g) Empl multi-age	ication of es out sm oys a va tion and attention nal Need oys instr e classes	nall-sc riety c l critic n to al ds, en: ruction	cedures for cale action of instructi cal thinking II learners, suring thei nal strateg	xpose studen r writing action research to in onal strategie especially gir r progress. ies appropria ponstructive fe	on resear nprove p to that er Is and stu te for mi	ch proje practice. ncourag udents v	ect (NT es stuc with Sp	ecf, NTS and the second	3b, 3e	-
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 			urse	Learning			1	Indicators		lssu skil add the	ues, con Is, inclu Iressin	hich cross re and tran usivity. Equ g diversity addressed d	nsfera uity a . How	able nd
				CLO 4. D understa applicati procedur writing a research (NTECF, 3f, 3g, 3i	nding ar on of res for ction project NTS 3b, 2	nd	writin proje 4.2 Demo the p	ss the proced g an action r ct. onstrate how rocedures for n research.	esearch to apply	dat Dev ana Dev and Dev and indi	a colle velop a lysing velop s l skills velop P velopin d atten	nalytical s data kills of wri of commu resentatic g Social cc tion and ca needs (SE	kills in ting r nicati on skil ollabo are to	n eport ion Ils pration

Content of lesson picked and developed from the course specification Topic Title	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected.Teacher led, collaborative group work or independent studyTeacher ActivityStudent Activity				
Writing Action Research Report (Data Presentation, Analysis and	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts	Face-to-Face: Student teachers			
Discussion)	b. Chapter Four (Data Presentation and Analysis)	50 minutes	to review previous lesson Practical Activity: Tutor using demonstrations, discusses with students the practical approaches to synthesising the data and presenting data from pupils' diaries, journal, photograph or videos.	answer questions Practical Activity: Student teachers participate in lesson by answering questions			
	c. Implementation of Data and Discussion	40 minutes	Face to Face: Using cartooning, tutor discusses with student the various ways used in interpretation of data and discussion. Class will discuss how to answer research questions using analysed data.	Face to Face: Students participate in the lesson			
	d. Practical Steps in Data Analysis	80 minutes	Practical Activity/e-learning opportunities: Tutor puts students into mixed ability/gender groups. Student teachers are guided to collect data from their group. With the help of appropriate software, tutor guides students to analyse the data and produce a report. They are guided to discuss the report.	Practical Activity/e- learning opportunities: Students participate in practical sessions			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment Method: In Student teachers are g With the help of appro teachers in groups criti Component 2:	Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations (Not to be graded) Student teachers are guided to collect data from their assigned Group. With the help of appropriate software, analyse the data and produce a report.Student teachers in groups critique each other's work. Component 2: Students use the experience in this lesson to work on their semester project (Chapter					
	Assesses Learning Outcomes: CLO 2, NTS:3bCarries out small-scale action research to improve practice.						
Teaching Learning Resources 1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educational Resources (www.tessafrica.net) 5.T-TEL Modules (www.t-tel.org). 6.Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com, www.telmooc.org, www.col.org, k academy) 7.The iBox (CENDLOS) 8.YouTube							

Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for
	Teacher
	Development and Action Research.
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	research. Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers.
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	Somekh, B. (2006). Action research: A methodology for change and development. London:
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	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield
	Education.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.).
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	1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education.
	New York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and
	qualitative approaches, Nairobi: Acts Press.
CPD Requirement	Software for data analysis

Year of B.Ed.	3	Semester	2	Place of	lesson in semes	ter	123456789 10 1112				12	
Title of Lesson		-	Writing Action Research Report (Summary, Conclusion and Recommendations)Lesson3DurationHours									
Lesson description	1	writing an A Action Resea Action Resea undertake A of pupils to p	ction Re arch. Th arch rep ction Re promote	esearch proje e lesson will oort (Summa esearch proj e greater inc	student teacher ect and demonst also expose stur ry, Conclusion a ect to improve tl lusion which wil ganisational strat	rate ho dent te nd Rec ne lear l help t	ow to apply eachers to commendat ming oppor them to de	y the pr the vari tions). T rtunitie	rocedures ious stages This will he s of an agr	for wi s in wi elp the eed g	riting riting em to group	
Previous student t knowledge, prior l (assumed) Possible barriers to	earning	lesson proce	essing in	conducting	en child study in Action Research prrect ideas/mise			-		e take	n a	
in the lesson Lesson Delivery – o support students i the outcomes			Practio Activit √		d	Inde Stue	ependent dy	e-lear oppor	rning rtunities	Prac	ticum	
Lesson Delivery – I of delivery chosen student teachers in the learning outco	to suppo n achievi	rt Face-to-face	tivity: to	o develop sk	t teacher presen ills and compete appropriate ICT	nce in	crafting re	search				
 Purpose for the what you wand students to accurate the serves as basis learning outcome the served of the serves as the serves as basis learning outcome the serves as basis and the serves as the serv	nt the chieve, s for the omes. An sion of th spects of	application of 3b Carries of 3e) Employs participation 3f) Pays atte Educational 3g) Employs multi-age cla	of proce ut small a varief and cri ention to Needs, instruct asses.	dures for we -scale action ty of instruct itical thinkin o all learners ensuring the tional strate	, especially girls ir progress. gies appropriate	arch p prove p that er and st for mi	project (NTE practice. ncourages s udents wit	E CF, NT student h Speci	'S 3b, 3e, 3 t al	f, 3g,		
 Learning Outc lesson, picked developed fro course specifie Learning indic each learning 	l and om the cation ators for	he Learning Ou	s to learners and gives constructive feedback. Outcomes Learning Indicators 4. Demonstrate 4.1 Discuss the procedures for			cutti tran: inclu addr will t deve	tify which ing Issues, sferable sk usivity. Equ ressing div these be a eloped elop inquir	core a kills, lity an ersity ddres ry skill	and nd . How ised or			
		underst applicat procedu writing research (NTECF, 3f, 3g, 3	ion of ures for action h projec NTS 3b	ې 4.2 ۱ ۲ t r	writing an action research project. 4.2 Demonstrate how to apply the procedures for writing action research.			through data collection Develop analytical skills in analysing data Develop skills of writing report and skills of communication Develop Presentation skills Developing Social collaboration and attention and care to individual needs (SEN) through group work			kills in ting on cial o N)	

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study					
Topic Title			Teacher Activity	Student Activity				
Writing Action Research Report (Summary, Conclusion and Recommendations)	a. Review of Previous 10 minu Lesson		Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions				
	b. Chapter Five: Summary and Conclusion	60 minutes	Face-to-Face: Using shower thoughts, tutor discusses with students how to identify and write summary of key findings and conclusions.	Face-to-Face: Student teachers participate in lesson by answering questions				
	c. Recommendations	50 minutes	Face to Face: Using cartooning, tutor discusses with students how to write limitations, recommendations and areas for future research.	Face to Face: Students participate in the lesson				
	d. Practical Steps in Summary, Conclusion and Recommendations	60 minutes	Practical Activity/e-learning opportunities: Tutor guides students to search on the internet or library and identify a sample of an Action Research report (Chapter Five). Students are guided to review the various components of the chapter and discuss it in class. They are guided to critique the summary, conclusion, limitations, recommendations and areas for future research	Practical Activity/e- learning opportunities: Students participate in practical sessions. Write reflective note in SRJ				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations (Not to be graded) Students search on the internet and identify a sample of an Action Research report (Chapter Five) and critique the summary, conclusion, limitations, recommendations and areas for future research sessions.							
	Component 2: Students use the experience in this lesson to work on their semester project (Chapter Five) NB: Students are reminded of submission date for Semester Project and 5-minutes presentation during Lesson 12. Assesses Learning Outcomes: CLO 2, NTS: 2bCarries out small scale action research to improve practice.							
Teaching Learning Resources	NTS:3bCarries out small-scale action research to improve practice. 1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educational Resources (www.tessafrica.net) 5.T-TEL Modules (www.t-tel.org). 6.Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy 7.The iBox (CENDLOS) 8.YouTube							
Required Text (core)	Ackummey, M. A. &Kanka Teacher Development and	d Action Resear h, D. K. D. (201	4). A practical guide to action and					

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Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge.
	Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New
	York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
CPD Requirement	Retrieving research report from a repository

Year of B.Ed. 3	Semester	2	Place of less	on in semesto	er 123	84567891	.0 11 12			
Title of Lesson	Critical Iss	Critical Issues in Action Research Lesson Duration 3 Hours								
Lesson description	conductin research t observatio learning o help them strategies	The lesson seeks to assist student teachers to discuss the critical issues to be considered in conducting action research. It will further assist them to apply the critical issues in action research to write a proposal on an identified problem in an inclusive classroom during observation while on supported teaching in schools. This will help them to improve the learning opportunities of an agreed group of pupils to promote greater inclusion which will help them to develop their teaching, and classroom management and organisational strategies.								
Previous student teacher knowledge, prior learning (assumed)	lessons in	Action Res	earch report		their schools o	·	ave taken			
Possible barriers to learnin the lesson	g in Student te	eacher mig	ht have incorr	ect ideas/mise	conceptions abc	out research.				
Lesson Delivery – chosen to support students in achievi the outcomes		Practical Activity	Work- Based Learning	Seminarsv	Independent Study	e-learning opportunities	Practicum			
 student teachers in achievi the learning outcomes. Purpose for the lesson what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of th description. Write in full aspects of NTS addressed 	Seminar: The purpo understar 3i, 3j, 3i). 3b Carries 3e) Emplo participat 3f) Pays ar	 Face-to-face: discussion, student teacher presentations to appreciate critical issues in research Seminar: to develop skills and competence in crafting research ethically The purpose of this lesson is to expose student teachers todemonstrate knowledge, understanding and application of critical issues in action research (NTECF, NTS 3b, 3e, 3f, 3g, 3i, 3j, 3i). 3b Carries out small-scale action research to improve practice. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 								
NTS addressed	multi-age	classes.	and gives cor			y, maninguara				
 Learning Outcome for lesson, picked and developed from the course specification Learning indicators for each learning outcome 	the Learning (Outcomes	1	g Indicators		-	s, core and skills,			
	knowledg understar applicatio issues in a research (nding and n of critica	Cons rese 5.2 App rese 5.3 Writ 31). prob durin	arch. ly the critical i arch e a proposal c	lucting action ssues in action on an identified usive classroom o while on	Develop inqu through data Develop ana analysing da Develop skill report and s	a collection lytical skills in ta is of writing kills of ion sentation ping Social n and d care to teds (SEN)			

Content of lesson picked and developed from the course specification Topic Title	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode sele Teacher led, collaborative group work or independent studyTeacher ActivityStudent Activity					
Critical Issues in Action Research	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts	Face-to-Face: Student teachers				
	b. Role of the Action Researcher and Ethical Considerations	60 minutes	to review previous lesson Face-to-Face: Using shower thoughts, tutor discusses with students the role of the	answer questions Face-to-Face: Student teachers participate in lesson by answering				
			Action Researcher. The class further discussesethical considerations in Action Research (informed consent; guidelines for reasonably informed consent; access and acceptance; privacy; anonymity; confidentiality)	questions				
	c. Strengths and Limitations of Action Research	30 minutes	Face to Face: Using diamond nine, tutor discusses with students the strengths and limitations of Action Research.	Face to Face: Students participate in the lesson				
	d. Practical and Theoretical Matters of Action Research	80 minutes	Seminar: Tutor invites two (2) other tutors who have experience in conducting Action and Research for them to share their experience with class. The seminar should focus on: planning, monitoring & evaluation, and overcoming mistakes/ethical issues)	Seminar: Students participate in seminar and answer questions. Write reflective note in their SRJ				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: (End of Semester weighting: 30%) Assessment Method: In Class Presentations (Not to be graded) Students search on the internet and identify a sample of an Action Research report andcritique the ethical consideration sessions							
	Component 2: Students use the experience in this lesson to work on their semester project NB: Students are reminded of submission date for Semester Project and 5-minutes presentation during Lesson 12.							
Teaching Learning Resources	NTS:3bCarries out sr 1.NVIVO 2.ATLAS Ti 3.SPSS 4.TESSA Online Educ 5.T-TEL Modules (ww 6.Other Relevant On www.oerafrica.org,w	 2.ATLAS Ti 3.SPSS 4.TESSA Online Educational Resources (www.tessafrica.net) 5.T-TEL Modules (www.t-tel.org). 6.Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy) 7.The iBox (CENDLOS) 						
Required Text (core)	Teacher Developmen	nt and Action Res Iensah, D. K. D. (2	014). A practical guide to action					

	Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill.
Additional Reading List	Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). New York: Routledge. Collins, J. (2004). Education techniques for life-long learning. Radiographics, 24, 1484-1489.
	Tomal, D. R. (2010). Action research for educators. New York: Rowman and Littlefield Education.
	universities. Accra: Readwide Publishers. Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge. Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.

Year of B.Ed. 3	Semester	2	Place of less	on in semesto	er 123	3 4 5 6 7 8 9 10) 11 12
Title of Lesson	Proposal f	or an Acti	on Research		Lesson Dura	tion 3 Ho	urs
Lesson description	write a pro on suppor of an agre	oposal on a ted teachi ed group o	an identified pr ng in schools. T of pupils to pro	oblem in an i his will help t mote greater	nclusive classro them to improv	issues in action re oom during obser re the learning op h will help them t strategies.	rvation while portunities
Previous student teacher knowledge, prior learning (assumed)	Student te	eachers ha		-	-	of practice and ha	ve taken
Possible barriers to learning in the lesson	Student te	eacher mig	ht have incorre	ect ideas/mise	conceptions ab	out research.	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face √	Practical Activity	Work- Based Learning	Seminars	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.		, opportur	nt teachers ora iities: Student		eir Action Rese ectronically sub	arch proposals omit their Action	Research
 Purpose for the lesson, what you want the students to achieve, serves as basis for the 						onstrate knowled ch (NTECF, NTS 3	-
learning outcomes. An expanded version of the description.	3e) Emplo participati	ys a variet on and cri	tical thinking.	al strategies	prove practice. that encourage and students w		
• Write in full aspects of the NTS addressed	Education 3g) Emplo multi-age	al Needs, e ys instruct classes.	ensuring their p	orogress. s appropriate	for mixed abili	ty, multilingual ar	nd
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning (Learning	h cross – s, core and skills, quity and iversity. How addressed			
	know under applic critica actior (NTEC	nstrate ledge, rstanding a cation of al issues in a research CF, NTS 3b, 5, 3g, 3i, 3j,	problem during ol and supporte	e a proposal c in an inclusiv bservation wh ed teaching in	nile on	Develop analysing data analysing data Develop skills report and sk communication Develop Press skills Develop collaboration attention and individual need through grou	a of writing ills of on entation bing Social and l care to eds (SEN)

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Topic Title			Teacher Activity	Student Activity
Proposal for an Action Research	a. Review of Previous Lesson	10 minutes	Face-to-Face: Tutor uses shower thoughts to review previous lesson	Face-to-Face: Student teachers answer questions
	b. Proposal Presentation	110 minutes	Face-to-Face: Tutor invites two (2) other tutors to serve as Reviewers as students present their proposals	Face-to-Face: Student teachers present their semester project
	c. E-Portfolio	20 minutes	Face to Face/e-learning opportunity: Tutor guides students to create an e-portfolio using their Action Research Proposals	Face to Face e- learning opportunity: Students participate in the lesson
	d. Review of the Course	20 minutes	Face-to Face: Tutor uses shower thoughts to review the entire course	Face-to Face: Students participate in the review session and answer questions
Lesson assessments –	Reference to be made to	NTEAP for spe		
evaluation of learning: of, for and as learning within the lesson	 Component 1: Subject Portfolio Assessment (30% overall score) Selected items of students work (3 of them -10% each) = 30% Midterm assessment = 20% Reflective Journal = 40% Organisation of the subject portfolio = 10% (how it is presented /organised) Assesses Learning Outcomes: CLO 1, and CLO 2 NTS: 			
	 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. 3i) Listens to learners and gives constructive feedback. 			
	 Component 2:Subject Project: (30% overall semester score) Introduction, a clear statement of aim and purpose of the project = 10% Methodology: what the student teacher has done and why to achieve the purpose of the project = 20% Substantive or main section = 40% Conclusion = 30% 			
	Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3, CLO4, and CLO 5 NTS:3bCarries out small-scale action research to improve practice. Component 3: End of semester examination = 40% over all Assesses Learning Outcomes: CLO 1, CLO 2, CLO 4, CLO 5.			
Teaching Learning Resources	_	scale action res nal Resources (v -tel.org).	earch to improve practice. www.tessafrica.net)	

	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy)
	7.The iBox (CENDLOS)
	8.YouTube
Required Text (core)	Ackummey, M. A. &Kankam, G. (n.d.). Educational action research. Winneba: Centre for
	Teacher
	Development and Action Research.
	Dampson, D. G., & Mensah, D. K. D. (2014). A practical guide to action and case study research. Kumasi: Payless Publication Ltd.
	Kankam, G. &Weiler, J. (2010). A guide to action research for colleges of education and universities. Accra: Readwide Publishers.
	Norton, L. S. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. London: Routledge.
	Somekh, B. (2006). Action research: A methodology for change and development. London: Open University Press.
	Tomal, D. R. (2010). <i>Action research for educators</i> . New York: Rowman and Littlefield Education.
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	New York: McGraw-Hill.
	Mugenda, O. M., & Mugenda, A. G. (2009). Research methods: Quantitative and qualitative
	approaches, Nairobi: Acts Press.
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